

# SOCIAL STORIES CURRICULUM

**PRIMARY**  
**Grade 1 to Grade 5**



## **VISION**

***'Plant a passion for learning, and prepare them for life.'***

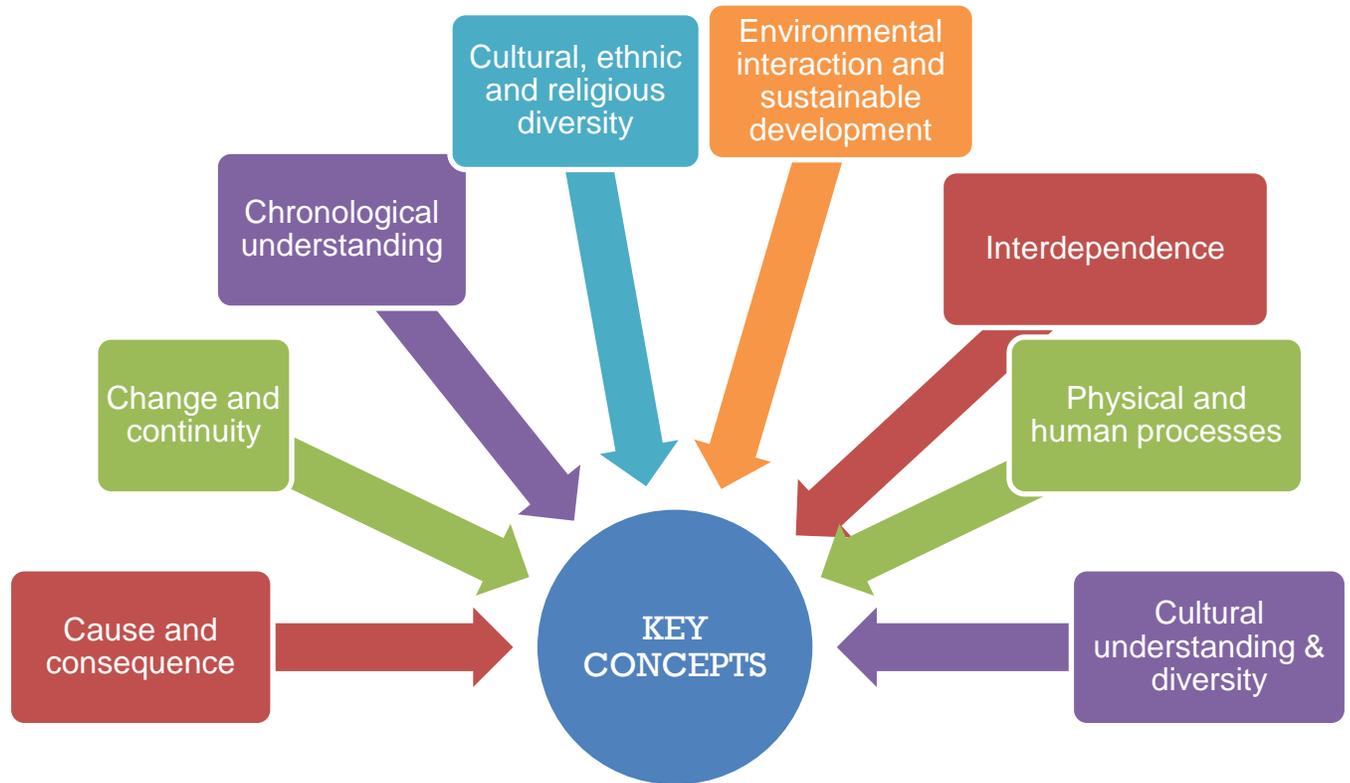
## **MISSION**

- The Social Studies curriculum aims to develop in students an understanding and evaluation of the social, political, economic and environmental dimensions of the world, and helps them formulate and justify arguments in response to a diverse range of issues.
- The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of India and the world and to participate in the democratic process to improve society



## **IMPORTANCE OF SOCIAL SCIENCE**

- For the young generation of today, to grow up to become humane, it is important that the generation is exposed to different societies. It is necessary to show them differences in the lifestyles that people around the world have.
- Today's generation needs to be exposed to various social aspects of mankind and made to understand the different aspects of social behavior.
- It is necessary to make these children realize their duty towards society. Teaching them social studies can serve this purpose.
- Social studies aim at creating educated individuals who can grow up to be responsible citizens of their nation.
- The study of social studies intends to build creative, caring and courteous human beings out of children.
- Teaching our children social studies increases the possibility of their becoming knowledgeable individuals.
- Teaching them social studies increases their chances that they will adhere to ethical and moral values in their life.
- The study of social sciences is necessary, if we want a brighter future for our society.



### **Chronological understanding:**

This is essential in constructing historical narratives and explanations. It involves using precise dates to establish sequences of events in an enquiry, using chronological terms and vocabulary (eg century, decade, BC and AD) and knowing the names and key features of periods studied. Understanding of periods should develop into a chronological framework describing the characteristic features of past societies and periods. Pupils should identify changes within and across periods, making links between them.

### **Cultural, ethnic and religious diversity:**

Pupils should explore cultural, ethnic and religious diversity and racial equality. Diversity exists within and between groups due to cultural, ethnic, regional, linguistic, social, economic, technological, political and religious differences. Cultural understanding should be developed through the range of groups and individuals investigated, for example minorities and majorities, European and non-European. People and societies involved in the same historical event may have different experiences and views and may develop a variety of stories, versions, opinions and interpretations of that event.

### **Change and continuity:**

Understanding of change and continuity is closely linked to a sense of period and an understanding of overarching themes and issues. Pupils should analyze the extent and pace of change, whether the change amounted to progress and if so for whom.

### **Cause and consequence:**

This includes identifying and assessing the relative importance of different factors and making explanatory links between causes and effects, considering the relationship between causal arguments, evidence and interpretations.

### **Interdependence:**

Pupils should understand how human action in one place has consequences somewhere else, for example when deforestation causes flooding, or the enlargement of the European Union causes large-scale migration.

### **Physical and human processes:**

These processes cause change and development in places and can be used to explain patterns and distributions. Understanding these processes helps pupils to imagine alternative futures for places and for the people who live and work in them.

### **Environmental interaction and sustainable development:**

Understanding the dynamic interrelationship between the physical and human worlds involves appreciating the possible tensions between economic prosperity, social fairness (who gets what, where and why), and environmental quality (conserving resources and landscapes and preventing environmental damage). The interaction of these factors provides the basis for geographical study of the environment and understanding of sustainable development.

## Cultural understanding and diversity:

Considering how people and places are represented in different ways involves questions such as: Who am I? Where do I come from? Who is my family? Who are the people around me? Where do they come from? What is our story? This contributes to pupils' understanding of diversity and social cohesion.

## Learning Indicators for Social Science



### Historical enquiry

Pupils should be able to:

- identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses
- reflect critically on historical questions or issues.

### Graphicacy and visual literacy

Pupils should be able to:

- communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.

### Communicating about the past

Pupils should be able to:

- present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary

### Geographical enquiry

Pupils should be able to:

- ask geographical questions, thinking critically, constructively and creatively
- analyse and evaluate evidence, presenting findings to draw and justify conclusions
- find creative ways of using and applying geographical skills

### Using evidence

Pupils should be able to:

- identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment
- evaluate the sources used in order to reach reasoned conclusions

### Civic responsibility

Pupils should be able to:

- Identify and explain the rights and responsibilities of individual citizens in a local, national, and global context
- Compare and contrast various forms of diversity in their everyday environments

Students learn better when:



Effective social studies instruction in Primary must be appropriate to the social-emotional needs as well as intellectual characteristics of students. The role of primary teachers are vital in making any instructional program meaningful.

Further, the setting and climate within which meaningful social studies instruction takes place must provide a flexible but secure environment that fosters exploration, creativity, inquiry, and intellectual challenge. As a forum for democratic deliberation and action, the classroom should enhance self-esteem and individual identity, be guided by the highest ethical considerations, show concern for others, and incorporate a global perspective.

## Selected Teaching/Learning Activities

- Group work (Collaboration)
- Role Play
- Debate
- Report writing
- NEWS reporting
- Research-based projects
- Field /Museum Trip
- Poster making
- PowerPoint by children (Flipped Classroom)
- Class assemblies related to important dates and events of historical importance
- UAE National Day
- Individual/Independent study
- Technology assisted study

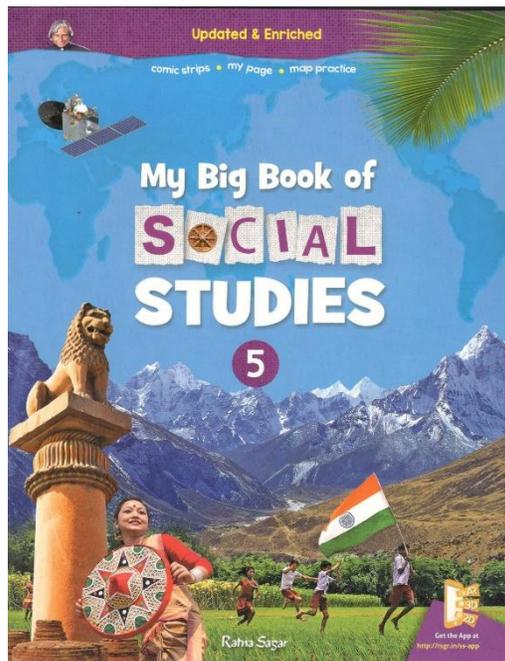


## UAE Social Studies- Grade 1 to Grade 5 (MOE textbook)

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>BOOK 1</b>	<p>L-1: Living in social groups L 2: My family L 3: My school L 4: Living in a community L5: The UAE Culture L6 : UAE Heritage and tradition part 1 L7: UAE Heritage and tradition part 2</p>	<p>L 1: The UAE during the last century L 2: Natural resources in the UAE L 3: Life by the sea L 4: Life in coastal cities L 5: Life in the desert L 6: Life in the desert oasis L7: Modern-day UAE</p>	<p>L 1: Landforms L2: Bodies of Water L3.Natural resources-land and water L 4: Natural Resources-other natural resources L5: New ideas for resources L6: Reading a map L 7: Different kinds of maps</p>	<p>L 1: Weather, Climate, and Climate Zones L2: Impact of landforms and climate on people L 3: Nature and wildlife L 4: Climate changes L 5: Energy sources and preserving the planet L 6: UAE National Day (3 games)</p>	<p>L 1: Prehistory L 2: Ancient Egypt and the Nile L 3: Mesopotamia and Agriculture L 4: Ancient China L5:Transport and Trade in ancient civilization</p>
	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>BOOK 2</b>	<p>L 1: The United Arab Emirates part 1 L 2: The United Arab Emirates part 2 L3: Stories from the past L4: Granddad's photo album L5: Friendships Part 1 L6: Friendships Part 2</p>	<p>L 1: Schools in the UAE L 2: Higher education in the UAE L 3: Health care in the UAE L 4: Famous landmarks in the UAE L5: Malls and shopping centers in the UAE L6: Airports and Seaports</p>	<p>L 1:Natural, capital and Human resources L 2: Conservation of resources L3: Resources and trade L4.:UAE National Industries L5:Improving our School</p>	<p>L 1: Institutions and people in a community L 2: Goods and services L 3: Producers and consumers L 4: Supply and demand L 5: Saving, budgeting and spending</p>	<p>L 1: Classical civilizations- East and West L 2: Greek city-States and Governments L 3: The Achaemenids and Alexander the Great L 4: Trade routes in classical times L 5: The Roman Empire L 6: City Planning in Classical Civilisations L 7: Fall of Western Roman Empire</p>

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>BOOK 3</b>	L 1: The seven emirates L 2: Islam and the UAE L 3: UAE culture L 4: Museums in the UAE L 5: Money in the UAE L 6: Baqala, souqs, markets and malls L7 : Uae emergency services L8: Job Fair	L 1: Schools in the UAE L 2: Higher education in the UAE L 3: Health care in the UAE L 4: Famous landmarks in the UAE L5: Malls and shopping centers in the UAE L6: Airports and Seaports	L 1: Invention of Writing L 2: Number Systems L 3:Development s in Medicine L 4: Using Electricity L5: Powered Engines L 6.Development s in Transportation	L 1: Government services L 2: Courts and councils L 3: Social responsibilites L 4: Safety and security L 5: Healthcare L 6: Social organisations L 7: Infrastructure L 8: Citizenship	L 1: The golden age of Islamic civilization L 2: Baghdad L 3: Science and Innovation L 4: Art, Scholarship, and the House of Wisdom L 5: Health and Medicine L 6: Cardoba - Islamic Architecture L 7: End of the Golden Age

## **INDIAN Social Studies (Grade 5)**



**HISTORY:** Towards freedom, India wins freedom

**GEOGRAPHY:** Know your planet, Parallels and meridians, Weather and climate, Major landforms, Land of dense forest, The Land of Snow- Greenland, The land of sand, The Treeless Grassland – Prairies

**CIVICS:** Governing Ourselves, The United Nations